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ABSTRACT

One manifestation of the demand for educational reform over the last 30 years has been the removal of children from public schools by their parents. This document looks at the history of early home schooling in the United States and presents demographic information concerning those families who have chosen this option. The academic achievement of home schooled children and their socialization, as well as the parents' reasons for choosing home schooling, also are examined. Some estimate the number of children educated at home to have reached one million in the 1980s. Studies have shown home schooling families are larger, slightly wealthier, better educated, and attend church more often than the general population. Both parents are active in the home instruction process and the mother is the primary teacher. Numerous studies show home schooled children to have successful academic experiences, however professional educators and researchers question this positive data claiming the results are unverified. A 20-item bibliography is included. (NL)

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A REPORT OF NORTH CAROLINA HOME SCHOOL PARENTS ON CERTAIN VARIABLES ASSOCIATED WITH SOCIAL STUDIES INSTRUCTION

By

STEVEN J. SCHMIDT

U.S. DEPARTMENT OF EDUCATION
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Approved By:

John H. Litcher, Ph.D., Adviser _____

Examining Committee:

Leonard P. Roberge, Ed.D. _____

David L. Smiley, Ph.D. _____

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Schmidt, Steven Jeffrey

A REPORT OF NORTH CAROLINA HOME SCHOOL PARENTS ON CERTAIN VARIABLES ASSOCIATED WITH SOCIAL STUDIES INSTRUCTION

Thesis under the direction of John H. Litcher, Ph.D., Professor of Education.

The purpose of this study was to examine the modern home schooling movement, principally in regard to parents' choices in social studies curriculum materials. As well, chapters focused on the history of the movement, its relation to modern society, and research on home schooling outcomes.

Home schooling has long been used as an educational format, especially in the United States. Research into the academic and social outcomes of home schooling demonstrates positive results. A survey of North Carolina home schooling families' reveals varied curriculum materials selection with strong religious content. Additionally, parents' exhibited multiple reasons for home schooling, especially a desire to avoid negative attributes associated with public school education. It is hoped that this study will provide a basis for future research into home schoolers' curriculum materials choices.

CHAPTER I

INTRODUCTION:
A BRIEF HISTORY OF HOME SCHOOLING

Beginning in the late 1960's and intensifying during the past decade, the home schooling movement continues to gather converts and shape the face of education. Home schools, parents teaching their children at home in lieu of sending them to public or private schools, include among their numbers persons of all beliefs. While specific reasons for home schooling are as diverse as the families themselves, all home schoolers are united by a common belief: "That parents can and should be deeply involved in the education and development of their own children" (Lines, 1987).

To view home schooling as a new innovation for circumventing public education's maladies neglects the long history of this instructional format. Home schooling is the earliest form of education, as old as the family itself. Throughout history, many individuals received all or most of their formal instruction in the home, from either parents or tutors. The list of home schooled personages includes Charles Dickens, John Stuart Mill, Mozart, and Blaise Pascal (Adams, 1984).

In the United States, the existence of public education from kindergarten to college in most states is a relatively new circumstance of the last century. Indeed, mass attendance of free

public educational facilities is a twentieth century phenomenon, largely resulting from the increased urbanization and industrialization of the past few decades. Home schooling, however, began with the arrival of the Puritan colonists to American shores in the early seventeenth century.

Early American Home Schooling

By emigrating from the Old World, Puritan families no longer could rely as heavily on church and community to supplement their children's learning. Thus, the burden of providing a child's education devolved almost fully upon Puritan patriarchies, who readily accepted the challenge:

> The colonists were heir to Renaissance traditions stressing the centrality of the household as the primary agency of human association and education; and they were instructed -- indeed harangued -- by Puritan tracts and sermons proclaiming the correctness and significance of these traditions (Cremin, 1970, p. 124).

For a generation after settlement, Puritan families continued to supply the majority of their children's education (Bailyn, 1960).

In the southern colonies, geographic isolation made home education necessary. Successful tobacco cultivation required large plantations. Thus, the type of urban growth which later gave birth to New England town schools did not occur. Yet just as in New England, there was concern in the South lest the settler's children grow up wild. However, few formal educational institutions were established.

In a 1671 summation of the condition of education in Virginia, Governor Berkeley declared: "[We will provide] the same [education] that is taken in England out of towns; every man according to his own ability instructing his children" (Cohen, 1974, p. xiii). While wealthy southern planters possessed the means to engage private tutors or enroll their children in private schools, the remaining settlers provided what instruction they could for their children and their apprenticed servants (Lape, 1987).

The home remained the primary source of education in all sections and classes of the country for the remainder of the seventeenth and throughout the eighteenth century (Lape, 1987). While the desirability of establishing a system of formal public instruction was recognized, education was not considered a priority but understood to be a parental function (Butler, 1969). Not until the Northwest Ordinance of 1785 set aside land for common school construction were the roots of modern public education established (Kneller, 1971).

Outside the northeast, geography continued to necessitate home schooling. The recently independent United States was essentially bucolic, merely five percent of the population living in cities at the beginning of the nineteenth century. In the remainder of the country, "the overwhelming majority of Americans lived in isolated villages and farms learning what they had to in the family, in the field, in the church" (Cohen, 1974, p. ii). Although home instruction would continue to be a mainstay of education for the next century, a fundamental change was beginning in the United States.

This fundamental change entailed a slow transition from agriculture to industry in the first half of the nineteenth century. Cities and towns burgeoned as commerce vitalized the young nation. Paralleling this growth was an increase in the number of formal learning institutions. First academies, then common schools, and finally high schools began to dot the landscape. Initially, these institutions only supplemented a child's home learning, meeting just a few weeks per year. Yet as time went on, public instructional facilities increased both in the amount of time in session as well as in the number of students enrolled.

Beside the growth in the number of public educational establishments, a change in attitude occurred as well. By mid-century, a school education became more popular and provided greater status than one conducted in the home (Kaestle, 1983). Formal schools became institutions with missions. These missions included "Americanization" of immigrants, removal of undesirable characteristics from the poor, and teaching marketable skills to all students (Cremin 1976; Kaestle 1983).

Beginning in 1852 and continuing for the rest of the century, compulsory attendance laws were instituted. The goal of these laws was the limitation of child labor and the desire to provide a free public education for everyone. The seven percent of all children attending public schools in 1890 would swell to ninety-three percent by 1965, and the transition of American education from family to state responsibility was well entrenched.

The Modern Home Schooling Movement

While early home education in the United States took place due to a lack of educational alternatives; the modern home schooling movement was born of a need to create a substitute for public instruction. The movement began with the dissent against public education in the 1950's. The crisis in education that Bernard Bell revealed in his 1949 book appeared confirmed with the 1957 launch of the Soviet space satellite Sputnik. U.S. primary and secondary schools, reformers said, were clearly not providing Americans with enough education.

The 1960's and 70's brought further charges against public education as intellectuals joined the nation's youth in questioning American institutions. During these decades, John Holt, the "father of the modern home schooling movement," began his shift from criticising the public schools to encouraging parents to "unschool" their children. Holt condemned schools as places which taught students to be passive and indifferent, to hate learning, and to feel incompetent. He came to view learning as "a moving and expanding of the person into the world around him," believing the home to be the best place for this type of education (Holt, 1970).

Throughout the 1970's, several other reformers, like Ivan Illich, joined Holt's dissent. In DeSchooling Society (1971) Illich talked of abolishing compulsory education because it was outmoded and, by barring community participation, prevented children from reaching adulthood. In a different vein, Raymond and Dorothy Moore, two renowned west coast home schooling advocates, presented a host of

research data to back their contention that children should be nurtured in the home until at least the age of eight or ten (Moore and Moore, 1979).

In the background of these reform efforts, the nation's public school system seemed to be losing ground. The belief became widespread that "the quality of education in America was declining mightily" (Naisbitt, 1982). Public education enrollment, increasing gradually since 1820, tapered off in 1975. Adults responding to a 1979 Gallup poll considered themselves better educated than their progeny (Gallup, 1979). Certain concerned parents, bemoaning the public school's failure to teach Johnny to read and to do math, now wondered if they might teach him better themselves.

These parents, reacting both to educational reformers and the negative publicity surrounding public instruction, began pulling their children out of the public schools or never sent them at all. Slowly at first, home schoolers began increasing in both numbers and notice. Estimates as to the total home schooling population vary widely. Lower figures are placed at 10,000 in the early 1970's to between 120,000 and 260,000 in 1987 (Holt 1981; Lines 1987). Higher guesses put numbers at 50,000 during the 1970's to between 250,000 and one million by the early 1980's (Adams, 1984).

Those fleeing public education in the early years of the home schooling movement often met hostility from school administrators and skepticism from their neighbors and friends. As compulsory state public education had become the accepted practice over the preceding decades, home schooling was viewed as socially

unorthodox (Divoky, 1983). One measure of public perception toward home education is found in a 1985 Gallup poll. Only sixteen percent of the surveyed population felt the movement toward home schooling good for the nation (Gallup, 1985). Across the country, public school officials questioned parent's ability to perform the dual roles of loving parent and objective teacher (Roberts, 1984).

As failure to enroll a child in either a public or private school violated state compulsory education laws in all fifty states, many families faced prosecution from their local school districts (Bumstead, 1979). These legal battles brought forth the fundamental questions of child 'ownership' and whether a home school might satisfy state compulsory education standards. Judges and courts proved sympathetic to home schoolers as parents won the right to home educate in over ninety percent of cases brought to trial (Divoky, 1983). Parents who lost court battles or who faced unusually heavy pressure from local school officials often moved elsewhere or went "underground," hiding their educative efforts from public scrutiny (Divoky, 1983).

Despite these problems, the publicity surrounding the home schooling movement garnered many parents extremely favorable media coverage. In most cases, parents merited portrayal as concerned trend-setters, valiant warriors battling an unfeeling and often hostile educational bureacracy (U.S. News, 1980; Williams et. al., 1983). Along these lines, John Naisbitt in his 1982 book Megatrends placed home schooling among the ten major forces that would shape the 1980's. Naisbitt viewed de-schooling efforts as part of a cyclical

trend, a moving away from the institutional dependence fostered by the Great Depression to people once again helping themselves.

Around the country, committed legions of home schoolers formed determined lobbies to persuade legislators to alter state compulsory education laws and ease home schooling restrictions. While home schooling was sanctioned in every state provided the home school facility could be registered as a private school, few families were able to meet these stalwart guidelines (Lines, 1982). Mississippi alone in 1982 expressly allowed home schooling. Yet by the end of 1986, all fifty states permitted home instruction in some form; seeming proof of the statement that "the impact of this increasingly vocal minority far outweighs its size" (Lines, 1987; Solorzano, 1985, p. 59).

In North Carolina, considerable confusion reigned regarding home schooling's legality in the early 1980's. State education officials, while not formally advocating prosecution, did not explicitly disclose to parents loopholes allowing quasi-legal home instruction. Those interested in conducting home instruction were forced to obtain information about permissible home instruction through grapevines of other home schoolers and sympathetic school officials (Van Galen, 1988).

Early in 1985, home schoolers suffered a setback in their quest for judicial sanction as state guidelines specifying home school conformity with private school regulations were upheld (Lines, 1985). But just a few months later, the North Carolina Supreme Court in the case of Delaconte vs. North Carolina ruled that home schools could be

considered legal private schools without having to meet the fire, safety, and health provisions of the private school regulatory statutes (Van Galen, 1988). While home schooling was now upheld by case law precedent, practitioners set about attempting to change and clarify state compulsory education laws to mesh with the Delaconte decision.

Following two years of spirited debate in the North Carolina state legislature, House Bill 837, "An Act to Permit Home Instruction Under Certain Conditions as a Means of Complying with Compulsory School Attendance Requirements" achieved passage on June 20th, 1988. After laboring for years, a determined home school lobby achieved victory on both legislative and judicial fronts. By presenting the Division of Non-Public Education with proof of a high school diploma, filling out a notice of intent, and agreeing to abide by a host of enumerated requirements, those wishing to provide home instruction are at liberty to do so.

Easing home school establishment practices appeared to have immediate effects on the number of practitioners. A two-fold increase in the number of registered home schoolers between the 1987-1988 school year and the 1988-1989 school year can be tied directly to the legislation change (Helder, 1989). Whether these freshly registered home schoolers are new to home instruction or had been teaching in defiance of the law, no one is certain.

With legal hurdles now cleared, home schoolers and public school officials can return to their prime concern, educating the young. Certainly, this benefits both parties involved. School districts

will no longer lose shrinking resources in protracted legal battles. Moreover, the harmful publicity many districts received during litigation will now end. For home schoolers, the strong defensiveness resulting from the scars of old legal battles may begin to recede (Van Galen 1986, 1988). Additionally, home schooling organizations, which before the law change spent a majority of their time discussing legal concerns, might turn their attention to more profitable pedagogical matters.

What does the future hold for home schooling? Has growth of the movement peaked, or might more parents soon commence taking sole responsibility for their children's education? There are arguments for and against new growth. The recent change in state laws easing legal home school establishment coupled with increasing awareness of this practice as an alternative to public instruction might cause numbers to continue to rise. Alongside these factors, growing support services are available for home educators including newsletters and computer software databases.

Others viewing the movement feel future growth possible, but at a slower rate than in the recent past (Lines, 1987). The main factor militating against future development lies in the difficult task of home schooling itself. Not many parents possess the temperament, knowledge, and dedication necessary to make home schooling a success. Financially, many parents may resist the sacrifices inherent in reliance on a single income for the duration of home schooling. Indeed, pointing out the difficulty of home instruction, half of the families in a Connecticut home schooling study

ceased the practice after a single year (Lines, 1987).

Yet more certain than growth, the voices of home schoolers will continue to be heard, offering their protest against public education to all who will listen. Through bitter struggle, home schoolers secured more freedom for all Americans, the freedom to legally exercise a new choice in education. By bringing about the renaissance of an old instructional practice, home schoolers have lodged a strident protest about American education whose effects will be felt for years to come.

CHAPTER II

REVIEW OF THE LITERATURE IN SEVERAL ASPECTS OF HOME SCHOOLING

In comparison with other educational topics, the research literature surrounding home schooling is relatively limited. Most systematic studies concerning the topic have been conducted for masters' and doctoral theses, beginning with Gunnar Gustavsen's demographic study in 1981. Research designs have been limited to surveys, case studies, and comparison groupings. In the cognitive domain, researchers have focused exclusively on the question of whether home schooling is conducive to academic success. Socialization continues to be the main avenue of research interest in the affective domain. As yet, no research has been attempted in the psychomotor domain. In addition to academic achievement and socialization, this chapter will examine the literature in regard to the demographic characteristics of home schoolers, reasons for home schooling, and the home schooling experience itself.

The Demographics of Home Schooling Families

In an attempt to discover differences between home schoolers and the majority of families who send their children to public schools; researchers, using surveys, have studied their demographic

make-up. Brian Ray (1988) synthesized eleven of these studies, discovering that on average, home schooling families are larger, slightly wealthier, better educated, and attend church more often than those in the general population. He also found both parents figuring prominently in home instruction process with the mother acting as primary teacher. As for the children, almost three-quarters are between the ages of nine and twelve years. While this synthesis aids in gaining a picture of a "typical" home schooling family, it cheats the observer from viewing the great diversity of home schoolers as noted by most observers (Holt, 1981; Lines, 1987).

In other demographic findings, Mayberry (1988) ascertained that home schooling father's occupations are characterized by a high degree of personal control and flexibility, unusual in this era of increasingly bureaucratic and specialized employment. She conjectured that this may play a role in parents' desire to secure control of their children's education. Not surprisingly, she also found that home schooling families expressed a marked distrust in large social institutions, especially the public schools.

Academic Achievement of Home Schooled Children

Of all the home schooling issues, undoubtedly the one receiving the most publicity centers on the academic achievement of home schooled youth. Academic knowledge, customarily measured by achievement tests, usually signifies educators' "bottom line" in judging teacher proficiency, new programs, and curriculum materials. As many states require home school practitioners to administer

achievement tests each spring, these measures, too, are relied upon almost exclusively by researchers in evaluating home school academic outcomes.

The state of Alaska has supervised a home school correspondence program for several years on behalf of residents living in especially remote areas. Three studies conducted by the Alaska Department of Education in 1984 through 1986 examining achievement test scores consistently found students in home correspondence programs scoring at least as well as their conventionally schooled peers in Alaska, and higher than national norms (Alaska Department of Education, 1984, 1985, and 1986). Performance of home schoolers in the states of Arizona, Arkansas, Oregon, Tennessee, and Washington have concurred with Alaska's results, describing mean achievement test results in the average to above-average range (Lines 1985; Wartes 1988; Ray 1988).

Additionally, several other researchers have found positive academic experiences emanating from home schools. Eugene Frost (1987) compared home schooled children from wealthy backgrounds with their conventionally schooled counterparts using the Iowa Tests of Basic Skills. He discovered home schooled children scoring better than national norms for their high socio-economic class level. He also measured the performance of home schooled children whose parents indicated a preference for private school attendance had they not decided to home school, and found them scoring better than their private school counterparts in vocabulary, reading, language, and work study skills. Several other studies have noted home schooled

youth performing at rates equal to or better than their public school peers on achievement tests (Maarse Delahooke 1986; Linden 1983; Rakestraw 1987; Rose 1985).

That home schooled children are having successful academic experiences hardly seems surprising. These children are beneficiaries of very small group learning with teachers possessing high expectations for their attainment. Weaver, Negri, and Wallace (1980) spoke of the academic success of children involved in small group tutorials where the students and teacher knew one another well, certainly the case in home schools. Weaver et. al. concluded that as the number of students decreases, the potential for academic achievement increases. Similarly, Cahen and Filby (1983) discovered in their analyses of over 725 studies that "on the average, student achievement increases as class size is reduced, and the advantage rises sharply for a class of 15 and below" (p. 492).

Many professional educators and researchers remain skeptical despite this positive testing data. They claim the results are unverified and dismiss the academic successes described in the literature as ungeneralizable to the larger home school population. Furthermore, they speak of the privileged upbringing of many home schooled children and that many students begin their home schooling experience at or above grade level (Lines, 1987). Wartes (1988), however, perceived no relationship between family incomes and academic outcomes in his study of Washington home schoolers. While educators concede home schools' advantages in teacher-pupil ratio and high-degree of parental concern, many feel parents cannot

instruct as well as certified teachers. There is no evidence to support this contention, however (Holt 1981; Rakestraw 1987). Yet, a statistically significant positive relationship does exist between parent education level and their children's achievement test scores (Wartes, 1988).

Socialization of Home Schooled Children

Apart from academic achievement, a common worry of many educators examining home schooling involves socialization. Concern exists that children, without the peer interaction provided through formal schooling, might experience difficulty in social development. Despite this contention, the socialization value of a public school education remains to be proven (Huffman, 1986).

While much in the literature discusses educators' concerns about socialization, many find it difficult to define socialization, and further, how to measure it. Weaver et. al. (1980) defined socialization as "the formation of values and beliefs through interaction with peers and adults in an institutional setting" (p. 254). Clearly this definition would be conducive to home schools provided families merit definition as institutions.

As home school learning typically occupies less time than conventional school instruction, it would appear that home schooled children would have greater opportunity to be involved in community clubs, classes, and sports activities. Indeed, Wartes (1987) discovered that a majority of Washington's home schooled children spent between twenty and thirty or more hours per month

in organized community affairs. Moreover, he found forty percent of home schooled children spending more than thirty hours a month with children in their peer age group and an equal time with those defined as non-age peers.

In other efforts to measure socialization, researchers have employed standardized psychological profiles. Maarse Delahooke (1986) used the Roberts Apperception Test for Children (RATC) to compare the social/emotional adjustment of home versus private schooled children. Her findings disclosed that while both groups scored in the well-adjusted area of the RATC, home educated children were much less peer-oriented.

Taylor (1986) adopted another psychological profile, the Piers-Harris Children's Self-Concept Scale, to gauge socialization. He proposed self-concept as a relevant construct in estimating socialization due to its close link with values, social competence, and self-evaluation. Finding the self-concept of home schoolers significantly higher than that of the conventionally schooled population on all scales of the Piers-Harris test, he surmised that few home schoolers are socially deprived. Taylor did note, however, a significant decrease in self-concept as age and grade level rise.

As in the academic sphere, these socialization studies have suffered attack both in their make-up and potential lack of generalizability to the total home school population (Lines, 1987; Ray 1988). Yet to completely judge home schools in regard to socialization, educators must agree on a definition and must agree on concrete ways in which to measure the construct. But if group

activity is considered the sole structure of proper socialization, home schools with their flexible nature and increased potential for community involvement can certainly provide it.

Parents' Reasons for Choosing Home Schooling

Mayberry (1988) and Wartes (1988) recognized that parents' religious beliefs were primary motivators in establishing home schools. Mayberry concluded that "home-based education provides an activity directly oriented toward religious and spiritual renewal and toward family integration and control" (Mayberry, p. 40). Supplemental reasons for home schooling centered on parents' desire to avoid negative characteristics associated with public schools while supplying the benefits linked with home schools.

In further research, Van Galen (1988) divided home schooling parents into two groups, ideologues and pedagogues. Ideologues home school their children for two reasons; they have specific values they want to impart, and hope to strengthen the parent-child bond. Pedagogues instruct their children at home because of negative reactions toward a public school education, feeling they can provide a stonger education in the home.

Dismissing these survey-based studies as superficial, Knowles (1988) conducted extensive interviews and studied parent autobiographies in his examination of home schooling motivations. He found parents' reasons for home schooling formulated in a desire to provide a stronger home and school environment than they themselves had experienced. As well, he saw parents motivated by

an intention to furnish a superior learning climate for either an above-average or handicapped child.

The Home Schooling Experience

Several researchers have examined the often difficult transitions parents face as they begin home instruction. Van Galen (1986) disclosed her view that many neophyte home schooling parents had no real idea what teaching their children on a day-to-day basis involved. While parents had read various "how to" books on home schooling, Van Galen felt these materials served more to confirm parents' decision to home school rather than inform them of the practice.

In the same study, Van Galen articulated the difficulty new home schooling parents experienced in deciding on curriculum and selecting books and materials. Seasoned home schoolers advised those less so to use commercially prepared correspondence courses until they acclimated to home instruction. These correspondence courses provide workbooks, exhaustive explanations, and sequence instruction so as to ease the teaching process. One-half of Van Galen's sample made use of correspondence courses for at least their first year of teaching, but seldom longer. Apart from this advice, she found new home schoolers picking curriculum materials based largely on impersonal criteria, such as ease of use, rather than consideration of a child's unique needs.

Also, researchers have inquired as to home schooling parents' performance as teachers, revealing results both positive and

negative. Ray (1988) discovered parental pedagogy to be flexible, to be individualized, and to be conducted between three and four hours daily. He also noted the diversity of subjects taught although most programs emphasized math, reading, and science. On a less positive note, Van Galen (1988) surmised that "parents new to home schooling often fall considerably short of the creative and spontaneous models of learning offered by the [home schooling] movement's leadership" (p. 65). Yet as they continued home instruction, she stated that parents spent a considerable amount of time and energy formulating lessons appropriate to the home learning situation.

Finally, Knowles (1988) determined that home schooling parents teach in much the same manner they had been taught, "in ways that they highly criticized in public school teachers" (p. 76). He reasoned that as most parents had no formal teacher training, they modeled their instructional behavior on childhood experiences, teacher role models, memories of school, and significant people and experiences. Similar to public school pedagogy, he noted that instructional practices were directly related to proficiency in a given subject; the more proficient, the greater degree of instructional flexibility.

Summary of Literature Review

Overall, it appears that for the populations studied, home schoolers are having successful experiences. Home instruction seems to provide benefits both academic and social. Whatever their motivation, home schooling parents appear deeply committed to

creating the best possible environment for their children's education. As home schooling research remains in its infancy, there is much left to discover about this instructional practice, especially its long range effects.

CHAPTER III

A SURVEY OF DEMOGRAPHIC VARIABLES, REASONS FOR HOME SCHOOLING, AND USE OF TEACHING MATERIALS BY NORTH CAROLINA HOME SCHOOLING FAMILIES

To gain a more complete picture of the modern home schooling experience while adding to the knowledge base surrounding the topic, the author conducted a study of North Carolina home schooling families during April of 1989. The study consisted of designing and mailing a nine-item questionnaire to home schooling families across the state. The questionnaire concentrated on three areas of home schooling: demographic variables such as length of time home schooling, parents' reasons for home schooling, and use of various teaching materials, especially in the social studies. A copy of the survey is included at the end of this thesis, under the heading Appendix A.

The home schooling population from which the survey sample was drawn emanated from a list provided by the Division of Non-Public Education. This list contained all parents registered as operating non-public schools during the 1987-1988 academic year. As this list made no special designation of home schooling families, a home school was operationally characterized as one with an enrollment of six pupils or less, and a staff of three teachers or less. Using this definition, a random sample of fifty-eight families was

chosen out the nine-hundred fifty-nine home schools identified. Fifty-eight questionnaires were mailed followed in two weeks by a postcard reminder. Thirty-five families eventually completed the survey, a return rate of 60.3%.

Limitations of the Study

In interpreting the results that follow, it is important to keep several factors in mind. First of all, this study relied on the self-reported responses of home schooling parents. No effort was made by the author to verify given responses. While the author believes the responses to be genuine, time and budget limitations prevented any follow-up procedures from being completed.

As well, non-response bias undoubtedly exists. Although a simple random sampling procedure was used in selecting the studied population, the 60.3% return rate is not large enough to generalize for the entire North Carolina home schooling population. It may be surmised that only the most dedicated parents responded to the survey. Also, it appears that home schoolers distrust of organized education remains as several families did not complete the study in the belief that the author was "checking up" on them and would give the study's findings to the Division of Non-Public Education.

Furthermore, this study is descriptive in nature. No attempt was made to analyze the results experimentally. While the main focus of this work is to determine what curriculum materials home schooling parents are using, demographic variables and reasons for home schooling were included to enhance understanding of the home

school population.

Analysis of Demographic Variables

The first question asked parents to state the length of time they had provided home instruction for their children. Respondents were requested to circle the number next to the year interval for the appropriate amount of time. Choices ranged from one to five or more years. The purpose behind this question was to ascertain if any differences existed between experienced and non-experienced parent/teachers in curriculum materials selection. Table I following this paragraph carries the results of this first question.

Table I

Length of Time Parents Engaged in Home Schooling

Number of Years	Number of Parents Selecting the Response	Converted to Percentage
One Year	03	8.8%
Two Years	11	38.2%
Three Years	11	32.4%
Four Years	04	11.8%
Five or More Years	03	8.8%

Just over seventy percent of the respondents indicated engaging in home instruction for either two or three years. Overall, this sample comprises a rather experienced group of home schoolers as less than ten percent had home schooled for only one year. The

results of this question will be referred to later in this chapter when the relationship between number of years home schooling and materials selection is discussed.

The second question, also dealing with demographics, requested parents to divulge their children's educational background. The question specifically inquired whether or not home schooling parents' children had ever attended public school. The purpose of this question was to garner further background information on the sampled population. Respondents were again asked to circle a response (e.g. either yes if their child had attended a public school, or no if their child had not). Table II contains this question's results.

Table II

Educational History of Home Schooled Children

Previous Public School Attendance	Number of Parents Selecting the Response	Converted to Percentage
Yes	25	73.5%
No	09	26.5%

Clearly, the majority of the respondents' children had attended public schools. This might be due to the relative newness of home schooling as a legal alternative and the increased publicity this educational option has received in recent years. As will later be shown, many parents choose to home school because of negative

experiences with the public school system, thus making previous public school attendance a requisite for their decision.

Question three, related to the second question in its inquiry about public school attendance and its attempt to provide further background information about home schoolers, asked parents if they intended to return their children to a public school at some future time. Again, respondents were asked to circle an affirmative or negative response. The results of this question follow in Table III.

Table III

Potential Public School Attendance of Home Schooled Children

Future Public School Attendance	Number of Parents Selecting the Response	Converted to Percentage
Yes	07	20.6%
No	22	64.7%
Undecided	03	8.8%
No Response	01	2.9%
Private School	01	2.9%

In comparing responses between the second and third questions, some unusual results surfaced. Surprisingly, all seven parents who indicated future public school attendance for their children had at one point removed them from the public schools. Apparently, these parents feel their children's home education experience would buttress them enough to allow for future public school attendance. This finding is consistent with the research as the

majority of home schooled children are of elementary or middle school age and attend formal schools for their later instruction.

Another finding in comparing the responses of questions two and three showed public school attendance among sixty percent of those children whose parents never meant to return them to public schools. Seemingly, these parent's experiences with the public schools have been so bitter that they either continue home schooling or enroll their children in a private school. Moreover, many parents apparently fear what their children have never experienced as eighty percent of those never public schooling their children stated the desire of never doing so.

The fourth question was designed to determine the prevalence of home schooling organization membership. Again, the purpose of the question was to obtain background information on the home schooling population. Home schooling organizations are formed by groups of home educating parents for mutual support in their educational endeavors. These organizations serve as a way to combat the potential isolation home school families might experience. Home schooling organizations exist at both the state and local level.

At the state level, the largest home schooling organization, North Carolinians for Home Education, (NCHE hereafter) "promote[s] home education as a viable education alternative, [and] provides support and assistance to new and existing home schools" (An Introduction to North Carolinians for Home Education pamphlet, 1988). NCHE also publishes a newsletter and supervises an annual conference and book fair, allowing home schoolers to view curricula

and supplies available for home instruction.

On the local level, home schooling organizations perform myriad functions. The High Point Home Educators, for example, publish a predominantly student written and produced newsletter, exhibit a fall art show, conduct a spring science fair, and organize field trips. These organizations allow parents to discuss effective instructional practices while providing their children with some of the best programs available in formal schooling. The results of this fourth question can be located in Table IV.

Table IV

Number of Parents Belonging to Home Schooling Organizations

Member of Home Schooling Organization	Number of Parents Selecting the Response	Converted to Percentage
Yes	24	70.6%
No	09	26.5%
No Response	01	2.9%

Clearly, most families become members of home schooling organizations. Over eighty percent of the self-identified religious home schoolers joined home school organizations while did half of the self-identified independents. (As part of their private school registration before the 1988 law change, parents were asked to identify their school as either religious or independent.) Perhaps this is further argument against those who feel that by choosing home

schooling, families shut themselves off from society.

Reasons for Home Schooling

The second section of this chapter will examine the survey's results on parents' reasons for engaging in home instruction. As with the first section on demographics, parents' reasons are included to more fully enlarge the picture of the North Carolina home schooling families. Parents' reasons are also included in the belief they may be a determinant in teaching materials selection.

The eighth question on the survey prompted parents to state reasons for their home education decision. Though an admonition to "describe briefly in the space provided" accompanied the question, many respondents visibly crowded a lengthly reply in the space available, used additional space on the back of the survey, or chided the author for including such limited answer space. Due to the length and passion of most of the responses, it is evident the decision to home educate is one about which parents feel strongly, a decision some felt compelled to justify at great length.

Not surprisingly, a vast majority of parents mentioned problems with public education, either implicit or explicit, as part of their reason to begin home instruction. One parent wrote: "We find the American classroom tradition a grossly inefficient teaching style, proven to be ineffective and destructive." Another explained: "My children were held back by grade limits in public school. In this area, kids are not given much opportunity to advance beyond grade level." Still another parent intoned: "Sit down, shut up, do what

everyone else your age is doing when they do it, 'AND ABOVE ALL DON'T HELP EACH OTHER' is not anything I want my children to learn." Other concerns included dismay with the progress their children were making, lack of control over curriculum, and schools unequipped to handle the needs of unique children.

Apart from academics, many parents expressed apprehension over forces outside the classroom which shaped their children in a deleterious manner. One wrote: "During the summer my children were joyous, fun loving siblings. During school months they would hate their siblings and family - all due to peer pressure from school friends." Different forces which drew parent ire included drugs, lack of supervision, fear for their children's safety, and the poor moral values they found present in public schools.

Decidedly, many families in this survey home schooled their children for religious reasons. One parent eloquently said:

> I believe that God has established the family and given parents the ultimate responsibility before Him for children entrusted to us, I feel that home education allows me to have the most control over that responsibility. That responsibility is for all facets of my children's lives; religious values cannot be separated from any part of life, any field of study, any endeavor. One-on-one teaching also enables me to see and use opportunities for imparting my values and beliefs throughout the day, in formal and less-structured situations.

Several parents centered their reasons on the Biblical passage Deuteronomy 6:6-7 which admonishes: "These commandments that I give you today are to be on your hearts. Impress them on your

children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up" (The NIV Bible, p. 194).

Other parents talked of home schooling's benefits as measured versus the public schools. The individualized attention possible in home instruction merited frequent mention: "If my children developed a weak area, such as math, they didn't get the proper teaching to clarify the problems. At home, we rip the areas apart until they are mastered." Another group of parents fancied sharing in the educative realm of their children's lives. Some other parents balked at this notion of education's existing apart from the rest of life, feeling that "learning is very well integrated into daily activities and continues year in, year out."

Still other families saw the home schooling experience as essential for maintaining a close-knit family: "By home schooling our family is stronger. We are not governed by the clock and 'homework.'" They decried the number of hours their children spent institutionalized while attending public schools and revelled in the chance to be with them throughout the day.

In regard to reasons for home schooling, several researchers have attempted to group home schoolers into neat compilations such as Van Galen's ideologues and pedagogues. The majority of respondents to this survey included several explanations for their decision, reasons which cut across those clear-cut boundaries. The home schooling experience appears to be a highly individualized endeavor, one defying easy classification. Seemingly, few parents

would disagree with the one who exclaimed: "I want to give my children the best possible education" whatever their principle motivation.

Curriculum Materials Use

In North Carolina, home schooling parents are completely free to design their own curriculum and to use whatever materials they wish in its composition. Certainly this is one reason many parents choose home schooling. In the packet of information sent to prospective home schoolers, the state's public school curriculum is presented as a guideline, not a mandate. While the staff of the Division of Non-Public Education can suggest changes or improvements in curricula, they have no coercive power in this regard. When asked about checking parent's curriculum choices, Rod Helder, the Director of the Division of Non-Public Education, said:

> We ask parents if they teach the four general areas of language arts, math, science, and social studies. The answer is always yes. We ask if they use a textbook or workbook in their teaching. The answer again, invariably, is yes (Helder, 1989).

The third and final section of this chapter will discuss parents' teaching materials selection, especially in the area of the social studies. While materials selection is certainly an important facet of home schooling, few researchers have ventured into this area. One researcher who has examined this area, Patricia Lines (1987), estimated that between one-half and one-fourth of all home schooling families used commercially prepared home correspondence

courses. As mentioned earlier, these correspondence courses are professionally prepared sequential learning resources that greatly ease the parental teaching burden. Lines conjectured that most home schooling parents designed their own curriculum.

The survey's fifth and sixth questions attempted to discover the prevalence of correspondence course employment among North Carolina home schoolers. Question five asked parents if they are currently using or had previously used a correspondence course in their teaching. The question was purposely worded in this fashion so as to envelop home schoolers who might have used correspondence courses in their first home teaching year as Van Galen indicates. The definition of a correspondence course, study materials completed by children and sent to a master teacher for evaluation, accompanied the query. The results for this question may be viewed in Table V.

Table V

Use of Correspondence Courses

Use of a Correspondence Course	Number of Parents Selecting the Response	Converted to Percentage
Yes	05	14.7%
No	29	85.3%

Few parents indicated employing correspondence courses at any time during their teaching. No difference was detected in use of correspondence courses between experienced and non-experienced

home schoolers. Of the five indicating use, four were self-identified independent home schoolers. Due to this study's limited response and meager research in materials use, it is hardly surprising these results would differ from previous findings. But perhaps more parents are eschewing correspondence courses and choosing their own curriculum materials than was previously thought.

For those parents signifying use of correspondence programs, question six asked them to identify in which program they had participated. The three programs placed on the survey were named in Lines' study as most widely employed. If parents used a listed program, they were asked to circle it. If their program was not present, the respondents were asked to write in the name of the program used. The results for this question appear forthwith.

Table VI

Type of Correspondence Courses Used

Name of Company	Number of Parents Indicating Use	Converted to Percentage*
A Beka Christian Corr. School	01	20.0%
American School	02	40.0%
Christian Liberty Academy	01	20.0%
Home Study International	01	20.0%

*Percentage refers to the total of all home schoolers using correspondence courses, not the total population of home schoolers completing the survey.

Only one of the supposed most widely used programs enumerated on the survey was chosen, perhaps due to the limited choices available. Again, this study's low response rate hampers drawing any definite conclusions. Possibly the most startling result of this question is the large number of independent home schoolers stating use of these correspondence programs.

In the remaining portion of this chapter, home schoolers' social studies materials selections will be examined. Social studies, a term loosely encompassing the disciplines of economics, geography, history, and political science, shapes a child's world view as can few other academic spheres. Learning in social studies disciplines opens a student's eyes to the world. Indeed, in response to this study, one home schooling parent stated:

> You have obviously chosen one of the most interesting and controversial of academic subjects to examine. Math and true science (unadulterated, proven facts) are unchangeable truths and therefore it matters little whether the teaching of them is "Christianized" or done at home. Language arts, although it can be subjective, is usually taught well enough in all the various modes of education. But social studies is where each "camp" packs up and goes its separate way.

The seventh questionon the survey asked respondents to indicate from which textbook publishers they had obtained social studies materials. The seven suppliers listed on the survey, all supplied by Christian publishers, were made after combing the related literature and after consulting with Rod Helder, the Director of the Division of Non-Public Education. If a textbook publisher used

by parents was not included on the survey, they were asked to add it to the list. The results for this question are included in Table VII.

Table VII

Use of Textbook Publishers

Name of Company	Number of Parents Indicating Use	Converted to Percentage*
A Beka Book Publications	13	38.2%
Accelerated Christian Ed.	01	2.9%
Alpha Omega Publications	06	17.6%
Bob Jones University Press	14	41.2%
Christian Liberty Academy	00	----
Hewitt-Moore Child Develop.	03	8.8%
Summit Christian Academy	00	----
Other Manufacturers	06	17.6%

*Percentage total will equal over 100% as respondents chose more than one publisher.

As can be seen, home schooling parents indicated frequent mention of resources supplied by both A Beka Book Publications and Bob Jones University Press. Supplementally, a large number of respondents expressed use of materials supplied by Alpha Omega Publications. Over seventy percent of self-identified religious home schoolers employed materials from one of these three publishing companies and many used more than one. These results confirm observations made by Rod Helder in our discussions.

The A Beka and Bob Jones texts merit such frequent use among religious home schoolers owing to these books' philosophies. Both

works present historical study from a Christian perspective. For example, the position of the Bob Jones World History for Christian Schools textbook on historical study says: "History is the record of the past from Creation to the present, revealing the actions of God and man" (Fisher, 1984). As opposed to beginning with speculation about man's origins as in public school history texts, the A Beka text commences with the Biblical account of creation (Combee, 1979). Thus, parents use these materials because they fall in line with their religious views.

What of the respondents indicating use of other curriculum publishers? The majority created their own curriculum, either from predominantly secular publishing companies or from textbooks used by local public schools. Almost half of self-identified independent home schoolers designed their curriculum in this fashion. Several respondents used no textbooks at all, adapting materials from their own personal libraries. A few indicated a mixture of textbooks both secular and religious.

The final question on the survey requested parents to describe any additional materials used in the teaching of social studies. Despite this being the terminal question and the second free response query in succession, most parents provided in-depth answers. The majority of parents used supplemental materials in their teaching, a possible indicator of the high quality of their home programs.

Predominant among supplemental materials listed, not unexpectedly, were books. While some parents recorded additional

textbooks, many listed use of reference materials such as almanacs and encyclopedias. The Bible figured prominently in religious home schoolers' social studies education. One family presented their nine year old daughter's reading list for a two week period, an impressive sampling of eight books and two magazines. Definitely, the library plays an important role in rounding out the social studies curriculum. As one parent remarked, "most serious home schoolers spend half their lives at the library" (Molles, 1989).

Books do not solely comprise the supplemental materials present in most home program's social studies curriculums. Maps, globes, atlases and wall charts add dimension to geography study. Public television, educational movies and videotapes augment history and geography teaching. Political science discussion was fueled by newspapers, periodicals, as well as radio and television news programs.

As well, home schoolers make wide use of community resources. Visits to museums, historical sites, and other community fixtures such as fire stations have made enriching field trips. The flexible nature of home schooling allows for extended travel, a fact alluded to in several parents reasons for home schooling and described in more detail in answer to this question. Furthermore, children are exposed to other cultures through interaction with foreign exchange students and friends in the community who have traveled abroad.

Finally, many parents spoke of using the greatest teacher of all, experience, as a supplement to their children's social studies

curriculum. One mother operates an in-home tax preparation service which gives her children frequent economics lessons as they help her locate stock prices. Another parent uses shopping expeditions as opportunities to explain the elements of supply and demand. Still another parent described in detail how experiential education figures into their home school:

> We travel, mostly with in our state, attend lectures and demonstrations . . . read tombstones in old cemeteries, attend daytime and night concerts, and in summer we have an exchange student from France for a month. We use cassettes of books and poetry, plus videos, especially National Geographic Specials available thru our public library. Not all learning comes thru books.

In conclusion, the results of this survey offer a clearer picture of home schoolers and their curriculum use. From analyzing parents' reasons for home schooling, it appears these parents care deeply about their children, wanting the best possible education for them at the cost of deep personal sacrifice. Also, a parent's decision to home school involves strong conviction regarding their children's moral and educational well-being and a rejection of institutionalized schooling as the place where this well-being can best be fostered.

As for curriculum use, it appears many parents employ materials produced by the A Beka, the Bob Jones, and the Alpha Omega publishing companies. Although textbooks provide the foundation for numerous home school programs, many go above and beyond this level, exposing their children to the community at large. Further, a wide range of supplemental materials are employed in the

teaching of social studies. And finally, no differences were detected in curriculum materials selection between experienced and non-experienced home schoolers.

This survey has attempted to shed light in an area of little knowledge, home schoolers' materials selection. It is hoped that this study and others like it will aid educators and legislators in discovering more about the home schooling experience. As both these groups have been called on previously to make decisions about home education based on little knowledge, perhaps more informed decisions will result from an increased knowledge level.

CHAPTER IV

HOME SCHOOLING IN AMERICAN SOCIETY

What does the home schooling movement tell us about American society? How is the movement a rejection of certain trends present in modern life? What can home schools offer to American institutionalized education? This chapter will examine these themes while trying to put the movement in perspective.

Home Schoolers Continuing the Puritan Tradition

As mentioned in both previous chapters, many parents home school for religious reasons. Of these, quite a number are fundamentalist Christians (Divoky, 1983; Pitman 1986). These parents teach their children at home to imbue them solidly with values and beliefs not provided in the value-neutral public schools.

In regard to using education as a means for religious instruction, many home schoolers continue Puritan traditions. For the Puritans, the purpose of producing literate children was to allow the Bible to be read and understood (Soltow and Stevens, 1981). Truly, the object of the Puritans' education was the religious salvation of their offspring. So great was this concern that the New England region at the time of the American Revolution boasted a literacy rate in excess of ninety percent, significantly higher than comparable rates in the middle and southern colonies (Soltow and

Stevens, 1981).

While textual materials from the A Beka and Bob Jones Publishing Companies have replaced the hornbooks of yesteryear, home schooling reasons and results reveal consistency. The mission of numerous contemporary home schools is the spiritual salvation and growth of its students. And based on the research, most home schoolers not only acquire literacy but outperform their conventionally schooled peers. Still, many educators feel that curriculums heavy in religious content may decrease the overall value of the home education experience. A recent study, however, does not back this argument (Knowles, 1988).

Along with positive academic outcomes, home schools can be bastions of cultural literacy. Through use of the Bible and textbooks which do not de-emphasize the importance of religion as an historical force, home schooled children acquire more of "the network of information that all competent readers possess" than do their public school counterparts (Hirsch, 1987, p. 2). Public school textbooks tend toward banality, surviving official and unofficial reviews as a product bland, dull, and strangely silent in certain areas (Fitzgerald, 1979). Home schoolers experience more freedom in their education, not having to bow to the dictates of church/state separation. By recapturing the Puritan educational tradition, perhaps home schoolers will become the intellectual elite of the next century.

Home Schooling and "The Disappearance of Childhood"

While some might argue against the belief that the American

family is in a period of decline, it may be stated with some definitiveness that the American family is in a state of flux. Increased mobility, affluence, occurrence and acceptance of divorce, as well as the image of the home-maker mother as second-class citizen have contributed not only to a decline in childbirth, but to a decrease in the amount of time spent nurturing children in the home (Postman, 1982). With many couples, raising children is an event postponed until careers are solidly advanced, almost as an afterthought. Children are institutionalized ever earlier, placed in day care centers despite new warnings as to this practice's dangerous effects (Zinsmeister, 1988).

In Neil Postman's book, The Disappearance of Childhood (1982), he notes with alarm the apparent vanishment of childhood, the pushing of children into the adult world long before they are emotionally ready to adjust. Postman sees parents as having lost confidence in their ability to rear children, viewing the media's expanded sovereignty as causing parents to turn to "psychologists, social workers, guidance counselors, teachers, and others representing an institutional point of view [who] invade large areas of parental authority, mostly by invitation" (p. 150-151). The result, says the author, is a loss in the intimacy, in the dependence, and in the loyalty that have traditionally characterized the parent-child relationship.

According to Postman, a further result of the decline in parent-child relationships has been the fragmentation of society. Parents live in their own harried world while their children seek

acceptance among their fellows. Total identification with peer culture and disassociation from parental value systems have led to shocking increases in youth violence and crime, in some categories as much as eleven thousand percent (Postman, 1982).

Additionally, Postman sheds light on why home schoolers draw the wrath of some segments of society:

> It is also at least ninety percent un-American to remain in close proximity to one's extended family so that children can experience, daily, the meaning of kinship and the value of deference and responsibility to elders. Similarly, to insist that one's children learn the discipline of delayed gratification, or modesty in their sexuality, or self-restraint in manners, language, and style is to place oneself in opposition to almost every social trend. Even further, to ensure that one's children work hard at becoming literate is extraordinarily time consuming and even expensive (pg. 152-153).

In this sense, home schoolers place themselves in staunch contrast to prevailing societal trends. Rejecting rampant institutionalization and trusting their instincts over expert opinion, home schoolers discard present-day values for the rugged individualism of their forefathers. While the results of this de-institutionalization remain to be seen, optimistically, home schools may present one way to lessen or avoid the "generation gap" of the past century. By creating and maintaining a bond from childhood, home schooling parents hope to create offspring strong enough in character to avoid the temptations of modern existence.

Home Schools and Public Schools

Historically, home schoolers and public school officials have experienced an antagonistic relationship. While some school districts went so far as to prosecute home schoolers, many of those who refrained took the attitude, 'we don't support home schooling, but it's your right' (Holt, 1983). Many public schools barred home schoolers from using their facilities and equipment. Indeed, in 1981, John Holt listed a mere five school districts nationwide that readily cooperated with home schoolers (Holt, 1981). A recent study of parents' and school superintendents' attitudes on home schooling issues showed a significant difference of opinion on three-quarters of the issues surveyed, evidence that much discord remains (O'Neill, 1988).

Professional educators and home schoolers must understand one another while forgetting past disagreements to create a positive working relationship. While time may be the only way to heal wounds from previous skirmishes, action should be taken by all involved. To satisfy educators as to its efficacy, much more research on the home schooling experience needs completion. More importantly, forums must be established for dissemination of this research. Certainly, both home schoolers and the public schools stand to gain from a potential mutually beneficial relationship.

For home schools, the public schools represent a vast potential resource. As well as loaning home schoolers books and supplies, administrators might further cooperate by actively encouraging participation by home schooled children in all school-sponsored extracurricular activities, especially those requiring specialist

teachers and facilities. In addition, parents might be offered access to teacher workshops and curriculum development seminars to improve their skills.

In return, public schools themselves stand to gain from the home schooling movement. Statistics show home schoolers concentrated toward younger age groups and that some eventually return to public schools. These re-schooled children should bring an enthusiasm for learning which may improve flagging public school morale (Holt, 1981). Also, John Holt has long pointed to home schools as vehicles for research on experiential-based teaching. Holt claims that this home research might yield useful results on differing teaching methods without the pressure for results characterized by funded research.

However, problems exist with Holt's view. Namely, professional educators must be persuaded to seriously regard this home school-based research. Many methods found effective with the home's small teacher-pupil ratio may not translate into gains in the larger less-committed public school population. Finally, as previously mentioned, no forum exists for the dissemination of this type of research except the various home schooling magazines which classroom teachers do not read.

Conclusion

Whether or not the home schooling movement continues to grow numerically, the movement certainly speaks volumes about the status of modern public education. Parents, despairing both the

quality and content of public education, looked into the educational past to find an alternative means of educating their young. No longer accepting excuses for falling test scores, unsafe facilities, and a neutral curriculum, parents took matters into their own hands. The result was a shift in educational responsibility for a child from the state to the hands of those with the greatest concern for the child's welfare, the parents (Benson, 1981).

Although public education can assuredly not please everyone, the velocity of home schoolers' exodus from the schools should well cause educators' alarm. While repeated calls for reform over the last thirty years have met differing degrees of action among public educators, perhaps this "protest by removal" of home schoolers may prod further change. It is certainly hoped that the public educators will not become complacent as large numbers of their most vocal gadflies have removed themselves from their constituencies. Expectantly, perhaps home schoolers' attempts at defining education away from the institution of schooling may bring benefits to all.

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APPENDIX A

HOME SCHOOLING MATERIALS SURVEY

1. How many years have you/did you home school your children? (circle number)

    1. ONE YEAR
    2. TWO YEARS
    3. THREE YEARS
    4. FOUR YEARS
    5. FIVE OR MORE YEARS

2. Have your children ever attended a public school? (circle number)

    1. YES
    2. NO

3. Do you ever intend to place/return your children in/to a public school? (circle number)

    1. YES
    2. NO

4. Are you/were you a member of any home schooling organization (such as North Carolinians for Home Education)? (circle number)

    1. YES
    2. NO

5. Are you using/did you use a correspondence course (study materials completed by your children and sent to a master teacher for evaluation) with your children? (circle number)

    1. YES
    2. NO - <u>PLEASE MOVE TO QUESTION #7 ON FINAL PAGE</u>

6. Who provides/provided the correspondence course you are using/used? (circle number)

    1. A BEKA CHRISTIAN CORRESPONDENCE SCHOOL**
    2. CALVERT SCHOOL**
    3. CLONLARA SCHOOL**
    4. OTHER, PLEASE LIST** _____

**IF YOU ANSWERED 1, 2, 3, or 4, PLEASE MOVE TO QUESTION #8

7. Which of the following organizations supply curriculum you use/used? (circle number)

    1. A BEKA BOOK PUBLICATIONS
    2. ACCELERATED CHRISTIAN EDUCATION
    3. ALPHA OMEGA PUBLICATIONS
    4. BOB JONES UNIVERSITY PRESS
    5. CHRISTIAN LIBERTY ACADEMY
    6. HEWITT-MOORE CHILD DEVELOPMENT CENTER
    7. SUMMIT CHRISTIAN ACADEMY
    8. OTHER, PLEASE LIST _____

8. For what reason are you/were you home educating your children? (describe briefly in the space provided)

9. Please list briefly any additional materials you use/used most often in the teaching of social studies. The social studies include the areas of history, economics, geography, sociology, anthropology, political science, psychology, and philosophy. Please be as complete as possible. Use the back of this sheet if necessary.

VITA

Steven Jeffrey Schmidt was born in Detroit, Michigan in December of 1965. After graduating from Andover High School in Bloomfield Hills, Michigan, he began studies at Wake Forest University in 1984. A 1988 graduate with honors in history, he was selected as an inaugural candidate for the Master Teacher Fellowship Program at his alma mater. Upon completion of the program, he will begin a career as a high school social science teacher at Hickory High School in Hickory, North Carolina.